



# 2 Day/Progress Monitoring Visit Report

**Name of Institution**

**Reviewed:** Metcalfe County High School

**Date:** March 14 - 16, 2016

**Team Member:** Lisa Carroll

**Team Member:** Crystal White

**Team Member:** Robin Poynter

**School principal:** Kelly Bell



## Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance over the last two-three years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- examination of an array of student performance data
- Self-Assessment
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT™)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

## Standard 3: Teaching and Assessing for Learning

<b>Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</b>	<b>School Rating for Standard 3</b>  <b>3.00</b>	<b>Team Rating for Standard 3</b>  <b>2.75</b>
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<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		3	3
<b>3.1</b>	<p><b>The school/district's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</b></p> <p><b>Level 4</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 3</b> Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><b>Level 2</b> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><b>Level 1</b> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>		

<b>Indicator Rating</b>	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	<b>School Rating</b>	<b>Team Rating</b>
		3	2
<b>3.2</b>	<p><b>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</b></p>		

	<p><b>Level 4</b> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 3</b> Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p><b>Level 2</b> School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p><b>Level 1</b> School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.3	<p><b>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</b></p> <p><b>Level 4</b> Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 3</b> Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 2</b> Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional</p>		

	<p>strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p><b>Level 1</b> Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.4	<p><b>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</b></p> <p><b>Level 4</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 3</b> School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 2</b> School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p><b>Level 1</b> School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.5	<p><b>Teachers participate in collaborative learning communities to improve instruction and student learning.</b></p> <p><b>Level 4</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results</p>		

	<p>of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p><b>Level 3</b> All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p><b>Level 2</b> Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p><b>Level 1</b> Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.6	<p><b>Teachers implement the school's instructional process in support of student learning.</b></p> <p><b>Level 4</b> All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p><b>Level 3</b> All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p><b>Level 2</b> Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p><b>Level 1</b> Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.7	<p><b>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</b></p> <p><b>Level 4</b> All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p><b>Level 3</b> School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p><b>Level 2</b> Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p><b>Level 1</b> Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.8	<p><b>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</b></p> <p><b>Level 4</b> Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p><b>Level 3</b> Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p><b>Level 2</b> Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p><b>Level 1</b> Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.9	<p><b>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</b></p> <p><b>Level 4</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 3</b> School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 2</b> School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p><b>Level 1</b> Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.10	<p><b>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</b></p> <p><b>Level 4</b> All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p><b>Level 3</b> Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p><b>Level 2</b> Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p><b>Level 1</b> Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or</p>		



	courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.11	<p><b>All staff members participate in a continuous program of professional learning.</b></p> <p><b>Level 4</b> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 3</b> All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p><b>Level 2</b> Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p><b>Level 1</b> Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.12	<p><b>The school provides and coordinates learning support services to meet the unique learning needs of students.</b></p> <p><b>Level 4</b> School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p><b>Level 3</b> School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p><b>Level 2</b> School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning</p>		

	<p>(such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p><b>Level 1</b> School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>
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## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators demonstrate an institution's impact on teaching and learning.

### School and Student Performance Results

#### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	75.3	75.8	72.4	No	Yes	No
2013-2014	72.6	73.1	75.3	Yes	Yes	No

#### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	45.2	55.8	55.1	55.4	41.4	56.8
Algebra II	65.1	36.0	58.0	37.9	36.8	38.2
Biology	36.4	36.3	42.4	39.8	35.5	39.7
U.S. History	55.9	51.3	55.3	58.0	44.9	56.9
Writing	53.8	48.2	47.6	43.3	50.9	50.0
Language Mech.	40.0	51.4	40.5	49.9	46.4	51.6

#### Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	57.6	67.8	59.5	66.2	53.6	62.3

<b>Math</b>	23.2	25.8	22.1	25.6	23.2	27.9
<b>Reading</b>	31.2	43.2	44.3	48.0	37.5	43.7
<b>Science</b>	17.6	21.2	19.1	19.5	19.6	21.9

**Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)**

<b>Content Area</b>	<b>Percentage School (12-13)</b>	<b>Percentage State (12-13)</b>	<b>Percentage School (13-14)</b>	<b>Percentage State (13-14)</b>	<b>Percentage School (14-15)</b>	<b>Percentage State (14-15)</b>
<b>English</b>	50.0	53.1	46.5	55.9	46.1	55.3
<b>Math</b>	50.0	39.6	62.6	43.5	33.0	38.1
<b>Reading</b>	42.7	44.2	48.5	47.1	44.3	47.4

**School Achievement of Proficiency and Gap Delivery Targets (2014-2015)**

<b>Tested Area</b>	<b>Proficiency Delivery Target for % P/D</b>	<b>Actual Score</b>	<b>Met Target (Yes or No)</b>	<b>Gap Delivery Target for % P/D</b>	<b>Actual Score</b>	<b>Met Target (Yes or No)</b>
<b>Combined Reading &amp; Math</b>	58.1	40.7	No	50.9	35.2	No
<b>Reading</b>	56.2	43.7	No	49.2	38.2	No
<b>Math</b>	59.8	37.7	No	52.7	32.1	No
<b>Science</b>	43.1	35.6	No	36.7	26.7	No
<b>Social Studies</b>	50.9	46.1	No	45.3	37.7	No
<b>Writing</b>	53.3	52.8	No	46.3	45.3	No

**School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)**

<b>Delivery Target Type</b>	<b>Delivery Target (School)</b>	<b>Actual Score (School)</b>	<b>Actual Score (State)</b>	<b>Met Target (Yes or No)</b>
<b>College and Career Readiness</b>	62.0	70.9	66.9	Yes
<b>Graduation Rate (for 4-year adjusted cohort)</b>	92.7	90.0	88.0	No
<b>Graduation Rate (for 5-year adjusted cohort)</b>	92.8	93.3	89.0	Yes

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.24	2.00	2.33	2.30	8.9	Proficient
Practical Living	2.10	2.17	2.00	2.00	8.3	Proficient
Writing	1.78	1.63	1.89	2.00	7.3	Needs Improvement
World Language and Global Competency*	2.43	2.40	1.44	0.85	7.1	Needs Improvement

\*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

### **Summary of School and Student Performance**

#### **Plus**

- The school met its AMO (Annual Measureable Objective) goal in 2013-14.
- The percentage of students scoring Proficient/Distinguished on the KPREP End-of-Course exam exceeded state percentages in 2014-15 for writing.
- From 2013-14 to 2014-15, there was an increase of students scoring Proficient/Distinguished on the KPREP End-of-Course exams in writing and language mechanics.
- KPREP End-of-Course language mechanics made the largest gain of students scoring Proficient/Distinguished from the 2012-2013 to the 2014-2015 school year with an increase of 6.4 percentage points.
- For the 2014-15 school year, math and science data on the PLAN show a higher percentage of students meeting benchmark than in the 2013-14 school year.
- On the ACT, reading showed an increase of 1.6 percent of students meeting benchmark from 2012-13 to 2014-15.
- On the ACT, math showed an increase of 12.6 percent of students meeting benchmark from 2012-13 to 2013-14.
- The school met its Delivery target for College and Career Readiness (CCR) and also exceeded the state score for the 2014-15 school year.
- The school met the Graduation Rate Delivery target for 5-year adjusted cohort as well as exceeding the state score for the 2014-15 school year.
- The school exceeded the state in the Graduation Rate 4-year adjusted cohort.
- The school is classified as Proficient on the Program Review in Arts and Humanities and Practical Living.

#### **Delta**

- The school did not meet its AMO in 2014-15.
- The school did not meet its Graduation Rate goal for 2013-14 and 2014-15.
- Algebra II showed a 21.2 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
- English II showed a 13.7 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.

- U.S. History had a decrease of 10.4 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
- Biology had a decrease of 6.9 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
- Reading PLAN data reflected a 6.8 point decrease in the percentage of students meeting benchmark from 2013-14 to 2014-15.
- English PLAN data showed a 5.9 point decrease in the percentage of students meeting benchmark from 2013-14 to 2014-15.
- For the 2014-15 school year, all four content areas show a lower percentage of students meeting benchmark than at the state level on the PLAN.
- On the ACT, all three content areas showed a decrease in percentage of students meeting benchmark from 2013-14 to 2014-15.
- On the ACT, math had a decrease of 29.6 percentage points of students meeting benchmark while reading decreased 4.2 percentage points from 2013-14 to 2014-15.
- On the ACT, all three content areas were below the state average of students meeting benchmark in the 2014-15 school year.
- Proficiency Delivery targets were not met in any content area.
- Gap Delivery targets were not met in any content area.
- Math missed the Proficiency Delivery target by 22.1 percentage points while reading missed by 12.5 percentage points.
- Math missed the Gap Delivery target by 20.6 percentage points while social studies missed by 7.6 percentage points.
- The school did not meet its Graduation Rate Delivery target for the 4-year adjusted cohort.
- The school is classified as Needs Improvement on the Program Review in Writing and World Language and Global Competency.
- On the Program Review, the Administrative/Leadership Support standard had the lowest number of points overall with 7.15 out of a possible 12 with the lowest number in World Language and Global Competency at 0.85.

### **Stakeholder Survey Results**

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	71.7	10	70.2	26	94.2
3.1	11	75.8	11	58.9	51	100.0
3.1	13	60.5	17	43.8		
3.1	34	80.2	32	64.7		
3.2	21	71.7	17	43.8	16	88.5
3.2					22	85.7
3.3	12	68.5	10	70.2	17	88.5
3.3	13	60.5	16	63.8	18	91.4
3.3	22	87.9	17	43.8	19	94.2
3.3			26	62.9		

3.4					3	100.0
3.4					11	97.1
3.4					12	100.0
3.4					13	100.0
3.5	14	59.7	5	58.1	8	100.0
3.5					24	97.1
3.5					25	91.4
3.6	19	85.5	9	66.5	20	91.4
3.6	21	71.7	18	68.7	21	91.4
3.6			20	60.5	22	85.7
3.7	14	59.7	5	58.1	8	100.0
3.7					30	94.2
3.7					31	97.1
3.8	9	69.5	13	55.6	15	100.0
3.8	15	53.2	21	48.6	34	85.7
3.8	16	42.8			35	97.1
3.8	17	64.5				
3.8	35	59.5				
3.9	20	78.2	14	58.7	28	100.0
3.9						
3.10			22	64.7	9	100.0
3.10					21	91.4
3.10					23	97.1
3.11					32	94.2
3.11					33	100.0
3.12	13	60.5	1	71.1	27	97.1
3.12	23	76.6	17	43.8	29	91.4

### **Summary of Stakeholder Feedback**

#### **Plus**

Parent responses indicated:

- Eighty percent agreement with the statement, “My child is prepared for success in the next school year.”
- Eighty-five percent agreement with the statement, “My child knows the expectations for learning in all classes.”
- Eighty-eight percent agreement with the statement, “My child has up-to-date computers and other technology to learn.”

Student responses indicated:

- Seventy percent agreement with the statement, “My school provides me with challenging curriculum and learning experiences.”

- Seventy-one percent agreement with the statement, “In my school, programs and services are available to help me succeed.”

Staff responses indicated:

- One-hundred percent agreement with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
- One-hundred percent agreement with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”
- One-hundred percent agreement with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- One-hundred percent agreement with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”
- One-hundred percent agreement with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- One-hundred percent agreement with the statement, “Our school’s purpose statement is based on shared values and beliefs that guide decision-making.”
- One-hundred percent agreement with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.”
- One-hundred percent agreement with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
- One-hundred percent agreement with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.”

### Delta

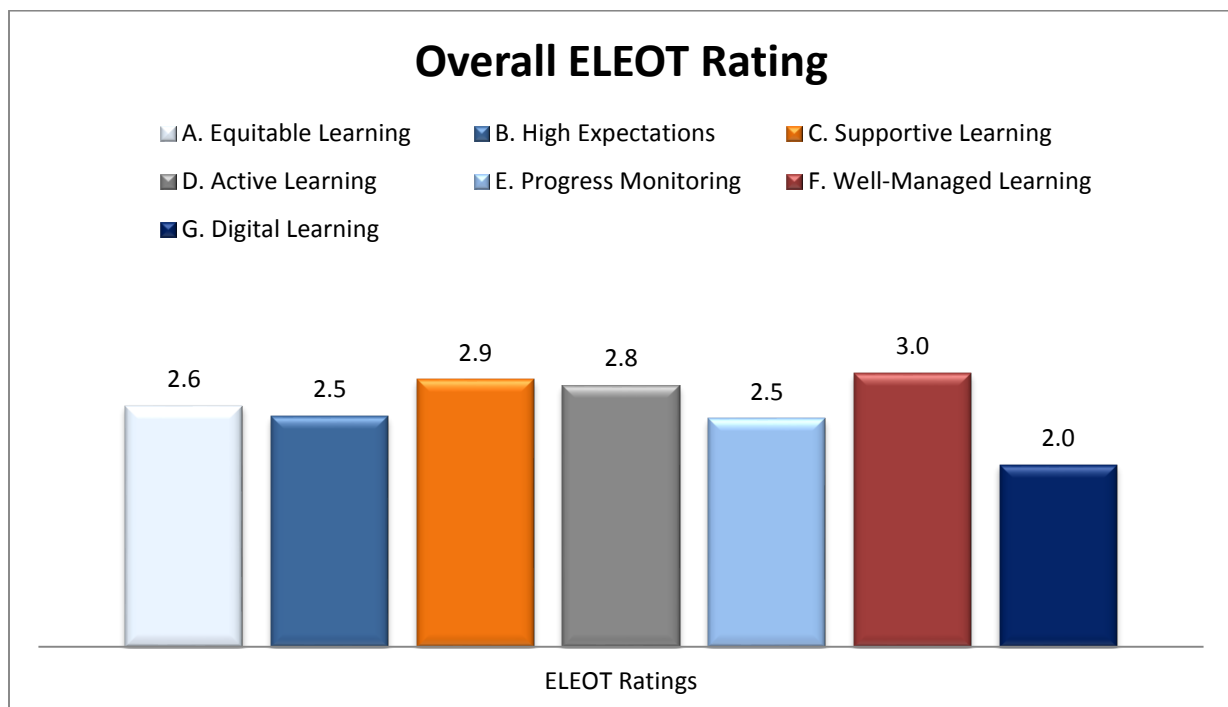
- Forty-three percent of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- Fifty-three percent of parents agree/strongly agree with the statement, “All of my child’s teachers help me to understand my child’s progress.”
- Sixty percent of parents agree/strongly agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”
- Sixty percent of parents agree/strongly agree with the statement, “All of my child’s teachers work as a team to help my child learn.”
- Sixty percent of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
- Forty-four percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- Forty-nine percent of students agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- Fifty-six percent of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
- Fifty-eight percent of students agree/strongly agree with the statement, “In my school, teachers work together to improve student learning.”
- Fifty-nine percent of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- Sixty percent of students agree/strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- Sixty-five percent of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”

## Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 17 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



### eleot™ Summary

#### Equitable Learning Environment

##### Plus

- Instances where the student knows that rules and consequences are fair, clear, and consistently applied were evident/very evident in 95 percent of the classrooms observed.
- Occurrences where the student has equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 88 percent of the classrooms observed.



### **Delta**

- Occurrences where students have differentiated learning opportunities and activities that meet her/his needs were evident/very evident in 35 percent of classrooms.
- Instances in which the student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were evident in 30 percent of the classrooms observed.

## **High Expectations Environment**

### **Plus**

- Instances in which the student is tasked with activities and learning that are challenging but attainable were evident/partially evident in 65 percent of the classrooms observed.

### **Delta**

- Occurrences in which the student is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were evident/partially evident in 59 percent of the classrooms observed.
- Instances in which the student is engaged in rigorous coursework, discussions, and/or tasks were evident/partially evident in 59 percent of the classrooms observed.
- Occurrences in which the student knows and strives to meet the high expectations established by the teacher were evident/partially evident in 59 percent of the classrooms observed.
- Occurrences in which the student is provided exemplars of high quality work were evident/partially evident in 30 percent of the classrooms observed.

## **Supportive Learning Environment**

### **Plus**

- Instances in which the students demonstrate positive attitude about the classroom and learning were evident/very evident in 89 percent of classrooms.
- Occurrences in which the students demonstrate or express that learning experiences are positive were evident/very evident in 89 percent of classrooms.
- Instances in which students take risks in learning (without fear of negative feedback) were evident/very evident in 83 percent of the classrooms observed.
- Occurrences in which the students are provided support and assistance to understand content and accomplish tasks were evident/very evident in 77 percent of the classrooms observed.

### **Delta**

- Occurrences in which the student is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs were not observed/partially observed in 53 percent of classrooms.

## **Active Learning Environment**

### **Plus**

- Instances in which the student is actively engaged in the learning activities were evident/very evident in 83 percent of the classrooms observed.
- Instances in which the student makes connections from content to real life experiences were very evident/evident in 77 percent of the classrooms observed.

- Occurrences in which the student has several opportunities to engage in discussions with teacher and other students were evident/very evident in 65 percent of the classrooms observed.

#### **Delta**

- There were no deltas for this Learning Environment.

### **Progress Monitoring Environment**

#### **Plus**

- Occurrences in which the student responds to teacher feedback to improve understanding were very evident/evident in 65 percent of the classrooms observed.

#### **Delta**

- Occurrences in which the student has opportunities to revise/improve work based on feedback were not observed/partially observed in 59 percent of classrooms.
- Occurrences in which the student understands how her/his work is assessed were not observed/partially observed in 59 percent of classrooms.
- Instances in which the student is asked and/or quizzed about individual progress/learning were not observed/partially observed in 53 percent of classrooms.

### **Well-Managed Learning Environment**

#### **Plus**

- Instances in which the student speaks and interacts respectfully with teacher(s) and peers were evident/very evident in 94 percent of the classrooms observed.
- Occurrences in which the student follows classroom rules and works well with others were evident/very evident in 88 percent of the classrooms observed.
- Instances in which the student transitions smoothly and efficiently to activities were evident/very evident in 71 percent of the classrooms observed.

#### **Delta**

- Occurrences in which the student collaborates with other students during student centered activities were evident/very evident in 53 percent of the classrooms observed.

### **Digital Learning Environment**

#### **Plus**

- N/A – Percentages were not high enough to qualify as a plus.

#### **Delta**

- The instances where students use digital tools/technology to conduct research, solve problems, and/or create original works for learning were not observed/partially observed in 71 percent of classrooms.
- The instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were not observed/partially observed in 59 percent of classrooms.
- The instances where students use digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 41 percent of the classrooms observed.

## **FINDINGS OF THE INTERNAL REVIEW TEAM**

### **SCHOOL IMPROVEMENT PRIORITY**

**Indicator: 3.2**

#### **Action statement:**

**Develop and implement Metcalfe County High School curriculum documents that include focus standards by course, tools and resources to ensure vertical alignment of content standards; create a systematic process in which to review and revise these documents in a time bound manner.**

#### **Evidence and Rationale:**

##### Student Performance Data

- The school did not make its AMO in 2014-15 and its overall score dropped by 2.9 points.
- End-of-Course exams declined in the following areas:
  - Algebra II showed a 21.2 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - English II showed a 13.7 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - U.S. History had a decrease of 10.4 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - Biology had a decrease of 6.9 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
- On the ACT, all three content areas showed a decrease in percentage of students meeting benchmark from 2013-14 to 2014-15.
- On the ACT, math had a decrease of 29.6 percentage points of students meeting benchmark while reading decreased 4.2 percentage points from 2013-14 to 2014-15.
- On the ACT, all three content areas were below the state average of students meeting benchmark in the 2014-15 school year.
- The school is classified as Needs Improvement on the Program Review in Writing and World Language and Global Competency.
- On the Program Review, the Administrative/Leadership Support standard had the lowest number of points overall with 7.15 out of a possible 12 with the lowest number in World Language and Global Competency at 0.85.
- Proficiency Delivery Targets and Gap Delivery targets were not met in any content area.
- Math missed the Proficiency Delivery target by 22.1 percentage points while reading missed by 12.5 percentage points.
- Math missed the Gap Delivery target by 20.6 percentage points while social studies missed by 7.6 percentage points.

##### Stakeholder Survey Data

- Forty-four percent of students agree with the statement, "All of my teachers change their teaching to meet my learning needs."

##### Stakeholder Interviews and Review of Documents and Artifacts

Review of lesson plans, curriculum evidence presented and professional learning community minutes and documentation did not reveal curriculum mapping documents at the school or district level.

In interviews, administrators and staff members indicated that a curriculum mapping document for Metcalfe County has not been developed. Although departments have developed pacing guides in order to plan the timing of units throughout the courses, an overall school curriculum map does not exist. These pacing guides are updated three times per year. The development of curriculum maps by course would promote sustainability, consistency, rigor, standard coverage, and be a tool for resources for new teachers as well as experienced ones. Teachers interviewed reported they have not worked collaboratively on a schoolwide curriculum document as a department.

## **SCHOOL IMPROVEMENT PRIORITY**

**Indicator: 3.6**

**Action statement:**

**Create learning targets that are congruent to the rigor and content of the standards; utilize exemplars and rubrics consistently in classrooms to inform students of learning expectations and standards of performance.**

### Student Performance Data

- The school did not make its AMO in 2014-15 and its overall score dropped by 2.9 points.
- End-of-Course exams declined in the following areas:
  - Algebra II showed a 21.2 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - English II showed a 13.7 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - U.S. History had a decrease of 10.4 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - Biology had a decrease of 6.9 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
- On the ACT, all three content areas showed a decrease in percentage of students meeting benchmark from 2013-14 to 2014-15.
- On the ACT, math had a decrease of 29.6 percentage points of students meeting benchmark while reading decreased 4.2 percentage points from 2013-14 to 2014-15.
- On the ACT, all three content areas were below the state average of students meeting benchmark in the 2014-15 school year.
- The school is classified as Needs Improvement on the Program Review in Writing and World Language and Global Competency.
- On the Program Review, the Administrative/Leadership Support standard had the lowest number of points overall with 7.15 out of a possible 12 with the lowest number in World Language and Global Competency at 0.85.
- Proficiency Delivery Targets and Gap Delivery targets were not met in any content area.
- Math missed the Proficiency Delivery target by 22.1 percentage points while reading missed by 12.5 percentage points.
- Math missed the Gap Delivery target by 20.6 percentage points while social studies missed by 7.6 percentage points.

### Classroom Observation Data

- The High Expectations Environment scored 2.5 out of a possible 4.0 points. Within this environment, occurrences in which the student knows and strives to meet the high

expectations established by the teacher was evident/partially evident in 59 percent of the classrooms observed. Occurrences in which the student is provided exemplars of high quality work was evident/partially evident in 30 percent of the classrooms observed.

- The Progress Monitoring Environment scored 2.5 out of a possible 4.0 points. Within this environment, occurrences in which the student understands how her/his work is assessed was not observed/partially observed in 59 percent of the classrooms observed.

#### Stakeholder Survey Data

In surveys, 69 percent of students agree/strongly agree that, “All of my teachers explain their expectations for learning and behavior so I can be successful.”

#### Stakeholder Interviews and Review of Documents and Artifacts

Review of lesson plans and observations in classrooms indicated that although learning targets were present, many were broad, not based on content standards, didn’t meet the rigor of the standard, or were not mentioned throughout the course of the lessons observed.

In interviews, stakeholders reported that teachers did post samples of proficient and distinguished work after scoring on their walls; however, exemplars were not referred to during instruction as an instructional strategy.

### **SCHOOL IMPROVEMENT PRIORITY**

#### **Indicator: 3.11**

#### **Action statement:**

**Create a systematic process in which professional learning is evaluated and monitored for effectiveness in the improvement of instruction in student learning.**

#### **Evidence and Rationale:**

#### Student Performance Data

- The school did not make its AMO in 2014-15 and its overall score dropped by 2.9 points.
- End-of-Course exams declined in the following areas:
  - Algebra II showed a 21.2 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - English II showed a 13.7 point decrease in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - U.S. History had a decrease of 10.4 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
  - Biology had a decrease of 6.9 points in the percentage of students scoring Proficient/Distinguished from 2013-14 to 2014-15.
- On the ACT, all three content areas showed a decrease in percentage of students meeting benchmark from 2013-14 to 2014-15.
- On the ACT, math had a decrease of 29.6 percentage points of students meeting benchmark while reading decreased 4.2 percentage points from 2013-14 to 2014-15.
- On the ACT, all three content areas were below the state average of students meeting benchmark in the 2014-15 school year.
- The school is classified as Needs Improvement on the Program Review in Writing and World Language and Global Competency.

- On the Program Review, the Administrative/Leadership Support standard had the lowest number of points overall with 7.15 out of a possible 12 with the lowest number in World Language and Global Competency at 0.85.
- Proficiency Delivery Targets and Gap Delivery targets were not met in any content area.
- Math missed the Proficiency Delivery target by 22.1 percentage points while reading missed by 12.5 percentage points.
- Math missed the Gap Delivery target by 20.6 percentage points while social studies missed by 7.6 percentage points.

#### Classroom Observation Data

The Equitable Learning Environment scored 2.6 out of a possible 4.0 points. Within this environment, occurrences where students have differentiated learning opportunities and activities that meet her/his needs were evident/very evident in 35 percent of classrooms. Instances in which the student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were evident in 30 percent of the classrooms observed.

The High Expectations Environment scored 2.5 out of a possible 4.0 points. Within this environment, occurrences in which the student is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were evident/partially evident in 59 percent of the classrooms observed. Instances in which the student is engaged in rigorous coursework, discussions, and/or tasks were evident/partially evident in 59 percent of the classrooms observed. Occurrences in which the student knows and strives to meet the high expectations established by the teacher were evident/partially evident in 59 percent of the classrooms observed. Occurrences in which the student is provided exemplars of high quality work were evident/partially evident in 30 percent of the classrooms observed.

The Supportive Learning Environment scored 2.9 out of a possible 4.0 points. Within this environment, occurrences in which the student is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs were not observed/partially observed in 53 percent of classrooms.

The Progress Monitoring Environment there scored 2.5 out of a possible 4.0 points. Within this environment, occurrences in which the student has opportunities to revise/improve work based on feedback were not observed/partially observed in 59 percent of classrooms. Occurrences in which the student understands how her/his work is assessed were not observed/partially observed in 59 percent of classrooms. Instances in which the student is asked and/or quizzed about individual progress/learning were not observed/partially observed in 53 percent of classrooms.

The Digital Learning Environment scored 2.0 out of a possible 4.0 points. Within this environment, the instances where students use digital tools/technology to conduct research, solve problems, and/or create original works for learning were not observed/partially observed in 71 percent of classrooms. The instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were not observed/partially observed in 59 percent of classrooms. The instances where students use digital tools/technology to communicate and work collaboratively for learning was evident/very evident in 41 percent of the classrooms observed.

#### Stakeholder Survey Data

Kentucky TELL Survey data from 2015 indicated that "Professional development is evaluated and results communicated to teachers" scored 58.7 percent by Metcalfe County teachers.

Kentucky TELL Survey data from 2015 indicated that "In this school, follow up is provided from professional development" scored 68.8 percent by Metcalfe County teachers.

### Stakeholder Interviews and Review of Documents and Artifacts

Review of evidence presented and professional learning community minutes and documentation did not provide evidence of follow up or evaluation of professional learning. In interviews, stakeholders reported that professional learning was not formally evaluated or monitored for implementation and/or effectiveness in the classroom. Administrators indicated that they informally monitored classrooms for instructional strategies after professional learning had occurred.

### **Attachments:**

- 1) eleot™ Worksheet

